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ABSTRACT

Two kinds of evaluation measures assessed the effectiveness of the 1981-82 Washington State University High School Equivalency Program (WSU-HEP). Discrepancy evaluation measures outlined in the WSU program proposal were employed by the staff in documenting the degree to which the program met its stated goals which were clustered around four program components--recruitment, instruction, counseling, and placement. An external evaluator surveyed students (who were either seasonal or migrant farm workers) and teachers regarding their satisfaction with the program's effectiveness in six areas: instruction, recruitment, placement, counseling, residence living, and administration. Open-ended responses were also collected from students and staff to assess the program's effectiveness in three other critical areas: the communication/human relations functions, the collaborative decision-making processes, and the ability to make program adjustments in response to student and staff needs. The evaluations indicated a high degree of satisfaction with all the components. This report documents the program's effectiveness in meeting its stated objectives, provides the external evaluation of the program's overall effectiveness, and provides the recommendations based on the data received from the evaluations for program improvement. Appended are copies of the evaluation instruments used, the evaluative comments and recommendations of the HEP students, the memorandum summarizing the external evaluator's evaluation, and the student profile information data. (NQA)

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ED229186

HIGH SCHOOL EQUIVALENCY PROGRAM--WASHINGTON STATE UNIVERSITY

1981-82 ANNUAL REPORT

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WSU/HEP

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FINAL REPORT

Washington State University High School Equivalency Program

1981-1982

Introduction

The following evaluative report provides documentation of the effectiveness of the WSU-HEP Program during the 1981-1982 program year in meeting its stated objectives. These objectives cluster around the four program components of: 1) recruitment, 2) instruction, 3) counseling, and 4) placement.

Two kinds of evaluation measures have been utilized in assessing the effectiveness of the 1981-82 WSU-HEP program. Discrepancy evaluation measures outlined in the WSU program proposal were employed by the staff in documenting the degree to which the program met its stated goals. In addition to this summative evaluation conducted by the staff, the services of Dr. Stanley Zehm, Professor of Education at Washington State University and the HEP Liaison Representative, were secured to provide an external evaluation of the qualitative effectiveness of the program. He conducted a survey of student and teacher satisfaction of the following dimensions of the WSU-HEP Program: 1) instruction, 2) recruitment, 3) placement, 4) counseling, 5) residence living and 6) administration. Copies of the evaluation instruments used in conducting the survey will be found in Appendix A at the end of this report. A collation of the evaluative comments and recommendations of the HEP students will be found in Appendix F. A copy of the memorandum summarizing Dr. Zehm's evaluation for Dr. Dale Andersen, Chairman of the Department of Education, will be found in Appendix C.

In addition to the program satisfaction measures, Dr. Zehm also evaluated the effectiveness of the program in three other critical areas: 1) the communications/human relations functions, 2) the collaborative decision making processes, and 3) the ability of the program to make needed changes in response to formative assessment data and student and staff needs.

This report will first document the effectiveness of the program in meeting its stated objectives. The second section will provide the external evaluation of the overall effectiveness of the WSU-HEP Program. The third and final section of this report will provide recommendations based on the data received from the evaluations for program improvement.

I. PROGRAM COMPONENT EVALUATION

THe 1981-1982 WSU-HEP proposal identified seventeen objectives for the four program components of 1) recruitment, 2) instruction, 3) counseling, ard 4) placement. These objectives were designed to provide quantifiable data for measurement of the effectiveness of the individual components. The section which follows documents the effectiveness of these components in meeting each of their stated objectives.

A. RECRUITMENT COMPONENT EFFECTIVENESS

The following outline provides data which indicate the effectiveness of the recruitment component in meeting its three major objectives listed below.

--Objective #1: To identify and enroll under-represented students who are academically, socially, and personally capable of successfully completing the program.

The following list identifies the categories and number of under-represented students served in the 1981-82 WSU-HEP:

42	Hispanics	72	Males	30	Offenders
37	Native Americans	60	Females	110	Seasonal Farmworkers
50	Anglo	8	Non-English speaking	22	Migrant Farmworkers
2	Asian	10	Single Parents		
1	Black	2	Handicapped		

--Objective #2: To maintain capacity enrollment of up to 132 eligible participants during the 1981-82 program year.

The following list identifies the projected enrollment and actual number of participants enrolled in the three program cycles of the 1981-82 Program Year.

150 projected	Participants Served:	
147 invitees	Cycle I	53
132 enrollees	Cycle II	59
15 probationary exits	Cycle III	35

--Objective #3: To develop and maintain linkages with the social, manpower, educational, and other agencies throughout the target area.

Linkages with social, manpower and educational agencies were developed and maintained in states listed below. (See Student Profile Information Data, Appendix B, for referrals from respective agencies.)

Washington	85	Social Agencies	52
Idaho	43	Manpower	23
Montana	16	Educational	57
Oregon	2		
California	1		
	147 invitees		

B. EFFECTIVENESS OF INSTRUCTIONAL COMPONENT

The following outline provides data which document the effectiveness of the instructional component in meeting its five major objectives listed below.

--Objective #1: To assist 75% (99 students) to successfully complete the G.E.D. test battery.

The data listed below indicates that the WSU-HEP exceeded its objective by assisting 85% of the enrolled students to successfully complete the G.E.D. test battery.

132 enrollees
107 Washington G.E.D. graduates
16 Oregon G.E.D. graduates (these students were referred to Oregon HEP after completing a 40 G.E.D. average required by Oregon state. All these students scored below the 6th grade level upon entrance to WSU-HEP).

The following G.E.D. averages indicate the success of the instructional program in assisting the students in exceeding the Washington State average required score of 45 in the five instructional areas.

46.9 English Grammer
48.4 Social Studies
50.8 Natural Sciences
50.4 Reading
47.7 Mathematics

48.8 Average G.E.D. score for 1981-82

--Objective #2: To provide instruction in English as a Second Language (ESL) for limited or non-English speakers.

The data which follows describes the specialized services provided by the program to limited and non-English speaking participants.

8 Non-English speakers
4 Or 50% of non-English speakers completed the G.E.D.
20 Limited English Proficiency
20 Or 100% of the limited English proficiency students successfully completed the G.E.D.

Prescribed methods of instruction for ESL and LEP students included one-to-one instruction, ESL and Spanish G.E.D. Preparation, tutor assisted instruction and use reading lab materials, language master, audio-visual aids.

--Objective #3: To provide remedial reading instruction upon assessment of individual needs.

Reading level was determined by use of the SRA Reading for Understanding Assessment. Students assessed in need of remedial reading instruction were addressed by assignment of special reading tutors, one-to-one teacher instruction and daily use of the reading lab. The following data indicates the supplemental use of tutors provided by the University at no cost to HEP.

54 classroom tutors	2,715 total tutor hours
26 tutors 1st semester	1,305 student contact hours
28 tutors 2nd semester	1,410 student contact hours

21.1 tutor hours per program participant
27.4 hours (75% of enrollees) of remedial reading tutor instruction

--Objective #4: To provide instruction in career awareness to assist students in their exploration of career alternatives and opportunities.

All program enrollees participated in career/world of work instruction as an integral part of the instructional program. Implementation of a structured evening pre-vocational program resulted in 43 students becoming certified by the Jim Myers Training Institute as cashiers.

--Objective #5: To provide enrichment experiences in alternate uses of leisure time.

All program participants were involved in one or more of the following activities:

Cultural	Recreational	University
Colloquiums	Organized sports	Visit college classes
Ethnic dinners	Bowling	Theater
Dances	Skating	Spectator sports
Guest Speakers	Picnics	Colloquiums
Ethnic studies	Local field trips	Heritage Clubs
Concerts	Movies	Newspaper
Museums	Plays	Recitals

Community

Park and Recreation activities
Health Information programs
Stress Management workshops
Field trips
Museums
Theater

C. EFFECTIVENESS OF COUNSELING COMPONENT

The following outline provides data which indicate the effectiveness of the counseling component in meeting its five major objectives listed below.

--Objective #1: To provide counseling to students experiencing personal problems or adjustment difficulties.

The WSU-HEP program provided the following counseling services for enrolled students.

5 average counseling contacts per program participant
87% of program participants received referral assisted services

--Objective #2: To assist participants in the development of realistic career goals.

The Personal/Vocational Counselor assisted the Placement Specialist in providing the students the following career oriented services.

83% of program participants completed the interest checklist
72% of program participants completed the Washington Occupational Information Service (WOIS)
100% of program participants completed the prevocational intake interview

--Objective #3: To coordinate the supervision of the program participants within the group-living environment.

The Personal/Vocational Counselor coordinated with the Resident Advisor the following dorm activities.

Weekly counseling/residence living component meetings
Weekly program staff meetings
Involvement of volunteer WSU practicum counseling students
Implementation of once a month relief Resident Advisors
Weekly group sessions, activities and dorm guest speakers

--Objective #4: To coordinate and encourage student participation in activities designed to promote personal growth.

All students participated in the following: 1) the development of peer and family relations, 2) group living dynamics, 3) personal growth, 4) interpersonal communication skills, 5) alternatives to violence, 6) assertiveness training, 7) study skills and habits, 8) values clarification, 9) development of self concept, 10) dealing with test anxiety, 11) drug and alcohol related problems.

--Objective #5: To coordinate all health related services for participating students.

Medically related services were provided to 86% of program enrollees. Coordination of medical services included university student health services, local physicians, family planning, mental health services, alcohol and drug abuse center and WSU counseling, hearing and speech services.

D. EFFECTIVENESS OF PLACEMENT COMPONENT

The following outline provides data which indicate the effectiveness of the placement component in meeting its four major objectives listed below.

--Objective #1: To present career alternatives which correspond to the student's personal career goals.

The HEP students were presented a variety of activities aimed at assisting them in exploring personal career alternatives. The following list identifies the number of students who completed each activity.

100%	Interest checklist	89%	Career Video programs
100%	WOIS Needlesort	78%	College admission requirements
83%	Use of Career Opportunity Center	98%	Career related field trips
78%	Financial Aid Information	74%	Labor market information
98%	Guest Speakers and workshops	76%	Mock interviews
48%	Visitation of college classes		

--Objective #2: To place 106 students, 80% of total enrollment, in jobs, skills training programs, post-secondary educational program, or the Armed Forces.

A total of 81% of the students were placed in the following categories:

35 jobs
46 skills training programs
20 post-secondary programs
6 Armed Forces

The following data provides placement breakdown per cycle:

89% Cycle I
81% Cycle II
71% Cycle III

--Objective #3: To develop and maintain linkages with social, manpower, education, and other agencies throughout the target areas.

A total of approximately 200 linkages with social, manpower and educational agencies were developed and maintained. Examples of specific linkages can be found on the Student Profile Information sheet (Appendix B).

--Objective #4: To conduct and document placement follow-up activities.

Follow-up letters were sent on the 30-60-90 and in some cases 120 day intervals to 100% (132) of the program participants who were enrolled in HEP 1981-82 program year. Participants who remained unplaced after the 120 day follow-up continued to be contacted until date of grant termination. Documented evidence may be found in the Student Profile Information data sheet Appendix B.

II. EXTERNAL EVALUATION

The external evaluation of the 1981-82 WSU-HEP Prorgram was conducted by Dr. Stanley Zehm who was appointed by the Dean of the College of Education to serve as the Faculty Liaison Representative to the HEP Program. This evaluation utilized an evaluation instrument to survey HEP staff members concerning their perception of the program's effectiveness in six areas crucial to the program's success: instruction, recruitment, placement, counseling, residence living, and administration. Students were also surveyed to determine their satisfaction with the HEP program. These instruments can be found in Appendix A at the end of this report.

In addition to these qualitative data collected in the external evaluation, open-ended responses were collected from students and staff to assess the effectiveness of the program in three additional areas critical to the program's mission, its communications/human relations functions, the collaborative decision-making processes it uses, and

its ability to make program adjustments in response to student and staff needs. The following narrative summarizes the findings of the external evaluation.

A. STAFF SATISFACTION MEASURES

The anonymous evaluations of the HEP staff indicated a high degree of satisfaction with the Instructional Component of the HEP program. All of the staff respondents expressed a high degree of satisfaction with the effectiveness of the program in meeting its instructional goals. They also agreed that the instructional program had been effective in providing quality instruction to the HEP students. The high attendance rate was another indicator of the quality of the instructional program in meeting the learning needs of the under-represented HEP students.

Staff satisfaction was also high in regard to the effectiveness of the Recruitment Component in meeting its stated goals. The staff indicated that the Recruiter had demonstrated sensitivity and positive attitudes toward the HEP students he recruited. The staff did indicate, however, they were not in a position to evaluate the methods used by the Recruiter, or the degree to which he had followed the eligibility guidelines in recruiting potential HEP candidates. Further follow-up investigation by the external evaluator who interviewed the Recruiter and his supervisors did indicate the appropriateness of his recruitment strategies and his care in following the eligibility guidelines in recruiting potential HEP candidates. Several suggestions for improving the recruitment program were made and will be reported in the next section of this report.

The placement component was evaluated by the staff as being highly effective in meeting its placement goals. The placement coordinator was praised for giving the staff regular updates on the successes of her efforts in placing HEP graduates in training programs, higher education, or armed services programs. The placement specialist was also given high marks for maintaining sensitivity and positive attitudes toward HEP students and graduates.

The evaluation of the counseling component by the HEP staff indicated a general degree of satisfaction with the effectiveness of the counseling program in meeting its goals. The staff, moreover, was satisfied with the effectiveness of the counselor in providing for the needs of HEP students. Comments offered by the staff, however, did indicate an awareness of the difficulties encountered by the counselor in providing for the personal and vocational guidance needs of the students. Recommendations for improving the counseling components will be offered in the next section of the report.

The residence living section of the staff evaluation indicated the highest degree of dissatisfaction of any other dimension of the program. Although the staff did indicate a high degree of satisfaction with the effectiveness of the resident advisors in meeting the needs of HEP students, they did express some concerns for the overall effectiveness of the residence living compenent. Three specific recommendations for the improvement of

the residence living component will be made on the basis of this staff input in the next section of the report. A follow-up assessment was made by the external evaluator to determine the degree of validity of the staff dissatisfaction with this component. After interviewing the resident advisors, the counselor, administrators, and HEP students, the external evaluator came to these conclusions: 1) the residence living component was providing quality services to HEP students, 2) constraints beyond the control of the program (e.g. university restrictions) were in part responsible for some of the difficulties experienced by the residence component and 3) staff suggestions for improvement could be incorporated for the development of a more effective program.

The final component evaluated by the HEP staff was the administrative component. The external evaluator was impressed to find that significant improvements in this critical component were recognized by the HEP staff. The staff was in agreement that the administration had been highly effective in meeting its goals, promoting open communication among faculty and students, and assisting the staff in meeting their respective goals. The administration was rated highly for maintaining sensitivity and positive attitudes toward the HEP students. The staff did make suggestions regarding ways in which the Faculty Liaison Representative could provide more effective assistance to the HEP program.

B. STUDENT SATISFACTION DATA

At the end of each cycle, all HEP students were asked to evaluate the effectiveness of the HEP program in meeting their needs in nine areas. Using a Likert Scale where a rating of #1 indicates the highest degree of satisfaction and a rating of #5 indicates the lowest degree of satisfaction, eighty-nine percent of the students volunteered to provide information regarding their perceptions of the effectiveness of the HEP program. The computed average ratings of their evaluative responses is provided below. A complete listing of the students open-ended comments can be found in Appendix F at the end of this report. A review of the student responses indicate a high degree of student satisfaction with the program and services provided for them. Their recommendations for improving the program will be included in the next section of this report.

Computed Average Rating Per Question Asked in Evaluation:

Question:	Average:
1. To what degree do you think the classroom work has met your educational goals?	1.9
2. How helpful were the books and materials used in the HEP classroom?	1.9
3. To what degree has counseling met your needs?	2.0
4. How useful has the Careers class been in helping you plan your future after HEP?	2.4
5. To what degree has the dorm living experience helped your stay in the program?	2.1

Question:	Average:
6. To what degree has the HEP Staff assisted you in helping you form a positive attitude about yourself?	1.7
7. Do you feel participation in HEP has been good to you?	1.3
8. How helpful were the HEP student rules and regulations as stated in the HEP Handbook?	2.4
9. Would you recommend the HEP program to any of your friends in the future?	1.2

C. MANAGEMENT EFFECTIVENESS DATA

In addition to the high degree of staff satisfaction of the administration cited above, the external evaluator also collected qualitative data regarding the effectiveness of the management of the HEP program. In regard to communication/human relations functions of the administration, the HEP staff and students were unanimous in their assessment of the positive contributions of the administration in this area. They were appreciative of the open, above board system of communications employed by the program administrators. They expressed confidence in their administrators and were in agreement that they could take their problems to the administration and receive fair and responsive treatment.

Moreover, the staff indicated a high degree of ownership of the WSU-HEP Program which was promoted by the fact that they were honestly included in the decision-making process regarding program matters. A genuine spirit of collaboration and collegiality was observed to be the typical manner of staff/administrator interaction.

Finally, the external evaluator observed that the HEP administration and staff were very responsive to make necessary program adjustments on the basis of information collected from the formative evaluation of the HEP program components. These adjustments can be identified in the program's recent efforts to make significant improvements in the instructional, counseling, recruiting, and residence living components.

III. RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

The discrepancy analysis of the stated objectives of each program component and the external evaluation of the 1981-82 WSU-HEP Program have provided data to assist the program director in making the following recommendations for improving the 1982-83 program.

A. Recruitment

1. Improve documentation of referral agency's verifications of eligibility.
2. Continue improvement of recruitment travel strategies.
3. Improve coordination of recruitment--placement travel to reduce travel costs.

B. Instructional

1. Structured use of evening hours for instructional, cultural or recreational activities.
2. Expand E.S.L. Lab for limited English and non-native speakers.
3. Provide improved pre and post assessment of student academic progress.

C. Counseling

1. Implement a more diversified pre-vocational program for program enrollees.
2. Improve coordination and supervision of residence living.
3. Make counselor more available to students during evening hours.

D. Placement

1. Maintain placement chart of 30-60-90 day follow-up.
2. Document post-HEP student plans.

E. Student Concerns

1. Review curfew policy.
2. Provide better counseling in the dormitory.
3. Add more dorm activities.
4. Stricter enforcement of drinking rules.
5. Provide student input on evaluation of dorm counselors.

APPENDIX A

Evaluation Instruments

W.S.U HIGH SCHOOL EQUIVALENCY PROGRAM

-PROGRAM EVALUATION-

Instruction:

Evaluate each item below by circling the letter on the scale to the right of each item. An a circled will indicate the highest degree of satisfaction or agreement with the item to be evaluated; an e will indicate the lowest degree of satisfaction or agreement. If you do not have sufficient information to answer a question, please it blank.

I. INSTRUCTIONAL COMPONENT		HIGH----------LOW				
1. To what degree do you think the instructional program has met its goals?	1.	a.	b.	c.	d.	e.
2. How effective do you consider the instruction provided to the HEP students?	2.	a.	b.	c.	d.	e.
3. How appropriate are the instructional materials used in the HEP program?	3.	a.	b.	c.	d.	e.
4. How satisfied have the HEP students been this year with the instructional program?	4.	a.	b.	c.	d.	e.
5. To what degree have teachers demonstrated sensitivity and positive attitude towards the HEP students?	5.	a.	b.	c.	d.	e.

COMMENTS: _____

_____

_____

_____

WSU/HEP

II. RECRUITMENT COMPONENT

		HIGH----------				-LOW
6.	To what degree do you think the recruitment program has met its goals?	6. a.	b.	c.	d.	e.
7.	How effectifely has the recruiter coordinated with all program components?	7. a.	b.	c.	d.	e.
8.	How satisfied are you with the methods used by the recruiter to meet the recruitment goals?	8. a.	b.	c.	d.	e.
9.	To what degree has the Recruiter followed the eligibility guidelines in recruiting HEP students?	9. a.	b.	c.	d.	e.
10.	To what degree has the Recruiter demonstrated sensitivity and a positive attitude towards the HEP students?	10. a.	b.	c.	d.	e.

COMMENTS: _____

_____

_____

_____

WSU/HEP

III. PLACEMENT COMPONENT

		HIGH----------				-LOW
11.	To what degree has the placement program met its goals this year?	11. a.	b.	c.	d.	e.
12.	How effectively has the Placement Specialist coordinated with all program components?	12. a.	b.	c.	d.	e.
13.	How satisfied are you with the methods used by the placement personnel to meet their goals?	13. a.	b.	c.	d.	e.
14.	To what degree has the Placement Specialist followed the program guidelines in placing HEP students?	14. a.	b.	c.	d.	e.
15.	To what degree has the Placement Specialist demonstrated sensitivity and a positive attitude towards the HEP students?	15. a.	b.	c.	d.	e.

COMMENTS: _____

_____

_____

_____

IV. COUNSELING COMPONENT

			HIGH----------				-LOW
16.	To what degree has the counseling program met its goals for this year?	16.	a.	b.	c.	d.	e.
17.	How effective has the counselor been in providing for the vocational needs of the HEP students?	17.	a.	b.	c.	d.	e.
18.	How satisfied are you with the methods used by the counselor to meet the counseling goals?	18.	a.	b.	c.	d.	e.
19.	How effective has the counselor been in providing for the personal needs of the HEP students?	19.	a.	b.	c.	d.	e.
20.	To what degree has the counselor demonstrated a sensitive and positive attitude towards the HEP students?	20.	a.	b.	c.	d.	e.

COMMENTS: _____

_____

_____

_____

V. RESIDENCE LIVING COMPONENT

		HIGH----------LOW
21.	To what degree has the residence living component met its goals for this year?	21. a. b. c. d. e.
22.	How effective has the residence living personnel been in providing for the needs of the HEP students?	22. a. b. c. d. e.
23.	How satisfied are you with the methods used by the Resident Advisors to meet the Residence Living goals?	23. a. b. c. d. e.
24.	How effective were the Residence Advisors in providing cultural/ recreational activities?	24. a. b. c. d. e.
25.	To what degree have the Residence Advisors demonstrated sensitivity and a positive attitude towards the HEP students?	25. a. b. c. d. e.

COMMENTS: _____

_____

_____

_____

VI. ADMINISTRATIVE COMPONENT

		HIGH----------				----------LOW
26.	To what degree has the administrative program met its goals?	26. a.	b.	c.	d.	e.
27.	How satisfied are you with the methods used by the Director to meet the Program goals?	27. a.	b.	c.	d.	e.
28.	To what degree has the program administrator demonstrated sensitivity and a positive attitude towards the HEP students?	28. a.	b.	c.	d.	e.
29.	To what degree has the administration involved you in making decisions regarding your responsibilities?	29. a.	b.	c.	d.	e.
30.	How effectively has the administration promoted open communication among the HEP students?	30. a.	b.	c.	d.	e.
31.	How effective has the Administration of the Department of Education been in assisting the HEP Program to meet its goals?	31. a.	b.	c.	d.	e.
32.	How effective has the Faculty Liaison Representative been in promoting the goals of the HEP program?	32. a.	b.	c.	d.	e.

COMMENTS: _____

_____

_____

_____

Student Evaluation of the HEP Program

Please, read each item below and circle the number on the scale to the right of each item which best describes your feelings about HEP.

#1 indicates the most satisfaction, and #5, the least satisfaction.

	HIGH				LOW
1. To what degree do you think the classroom work has met your educational goals?	1	2	3	4	5
2. How helpful were the books and materials used in the HEP classroom?	1	2	3	4	5
3. To what degree has counseling met your needs?	1	2	3	4	5
4. How useful has the Careers class been in helping you plan your future after HEP?	1	2	3	4	5
5. To what degree has the dorm living experience helped your stay in the program?	1	2	3	4	5
6. To what degree has the HEP Staff assisted you in helping you form a positive attitude about yourself?	1	2	3	4	5
7. Do you feel participating in HEP has been good for you?	1	2	3	4	5
8. How helpful were the HEP student rules and regulations as stated in the HEP Handbook?	1	2	3	4	5
9. Would you recommend the HEP program to any of your friends in the future?	1	2	3	4	5

Comments: Please, write any comments which you feel will help the HEP staff imporve the program.

APPENDIX B

Student Profile Information Data

Student Profile Information Data

WASHINGTON STATE UNIVERSITY HIGH SCHOOL EQUIVALENCY PROGRAM

	NAME	SOCIAL SECURITY NUMBER	GED SCORES: English	Social Studies	Science	Reading	Math	Average	SEX: Male	Female	Age	H.S. Grade Completed	ETHNIC ORIGIN: White	Black	Hispanic	Amer Indian/Alas Native	Asian	E.S.L.	L.E.P.	LINKAGES: REFERRAL AGENCY	PLACEMENT INFORMATION: Training Program	College	Job	Armed Forces	Location	FOLLOW-UP: 30	60	90	120	MISC. INFORMATION: Veteran	Handicapped	Offender	Single Parent	Seasonal Farmworker	Migrant Farmworker	TYPE OF SEPARATION: Graduation	Placement	Probationary	Administrative
1			44	50	51	48	47	48		x	18	11				x				Omak Senior High	x				Nespelem--Colville Ind Ag	x	x	x						x		x			
2			42	51	58	50	49	50	x		18	10				x				B.I.A./Northern Idaho	x				CETA - Bonners Ferry, ID	x	x	x						x		x			
3			50	41	48	44	44	45.6		x	17	9	x							Moses Lake High School	x				Cashier Training Program	x	x	x	x					x		x			
4			42	41	44	44	40	42		x	17	10			x					Grandview High School	x				WEP, Univ of Oregon	x	x	x				x			x				
5			42	46	51	47	40	45	x		20	7	x							CETA Moses Lake			x		Apples & Cotless candy fac	x	x		x		x	x		x		x			
6			45	40	50	42	48	45		x	20	8			x					CETA Moses Lake			x		Boyle's Plaza, Moses Lake	x	x	x	x					x		x			
7			43	46	45	47	47	45.6	x		17	10			x					Quincy High School	x				HHQ, Moses Lake	x	x	x						x	x	x			
8			51	51	55	53	52	52.4	x		18	10	x							OceanBeach School Dist.			x		Fishing Industry, Long Beach	x	x	x						x		x			
9			47	41	45	51	49	46.6	x		17	7			x					CETA - Everett						x	x	x	x					x		x			
10			42	44	48	46	42	45.6	x		19	9			x					CETA - Everett						x	x	x	x					x		x			
11			41	43	49	52	50	47		x	18	10					x			Fort Hall Indian Agency		x			Idaho State Univ, Boise	x	x	x						x		x			
12			40	40	46	42	42	42		x	17	10			x				x	Nachez Valley Coop	x				WEP--Univ of Oregon	x	x	x							x	x			
13			44	43	44	43	41	43	x		20	10	x							Air Force Recruiter	x				WEP--Univ of Oregon	x	x	x						x		x			
14			58	58	69	63	56	60.6	x		17	10	x							NezPerce Public Schools	x				CETA, Nez Perce, ID	x	x	x						x		x			
15			46	47	51	51	47	48.4		x	17	10				x				Fort Hall Human Service			x		Truck Driver Trainee, ID	x	x	x	x					x		x			
16			57	52	60	57	48	54.6		x	19	11	x						x	Virginia Falling				x	U.S. Marines, Lewiston, ID	x	x	x						x		x			
17			41	40	47	41	42	42.2	x		18	10					x			Clearwater Valley High	x				WEP--Univ of Oregon	x	x	x							x	x			
18			46	42	42	49	47	45		x	20	10				x				B.I.A./Toppenish	x				Wanapum Dam, Vantage, WA	x	x	x	x			x		x		x			
19			45	45	43	42	43	43.6	x		17	11				x				Fort Hall Human Service	x				WEP--Univ of Oregon	x	x	x				x			x				
20			42	41	49	45	41	43.6		x	18	9			x					Frances Arouse	x				WEP--Univ of Oregon	x	x	x						x		x			
21			49	55	53	57	48	52.2	x		18	10	x							Air Force Recruiter			x		Johnnie's Rest., Moscow	x	x	x						x	x	x			
22			50	50	50	50	48	49	x		19	10	x							Probation Officer	x				whereabouts unknown	x						x		x		x			
23			46	53	45	48	50	48.4		x	17	10	x							MSRTS/Lincoln School	x				Yakima Valley College, WA	x	x	x	x					x		x			
24			44	48	49	48	51	48	x		18	10	x							Whatcom Cty. Courthouse			x		Bussire Resourt, Mt. Vernon	x	x	x						x		x			
25			46	45	55	44	47	47		x	17	10					x			Upward Bound/U. of Id.		x			Haskell Indian College	x	x	x				x		x	x				
26			43	54	51	53	44	49		x	18	11	x							N.R.O.	x				Hole In One Restaurant, Yak	x	x	x						x		x			
27			45	50	63	46	53	51.4	x		17	10	x							Yakima Cty. Juvenile			x		Truck Driver, Zillah, WA	x	x	x	x					x		x			
28			53	52	59	51	50	54	x		18	10	x							Beverly Coran						x	x	x	x					x		x			
29			49	47	50	46	48	48		x	19	10			x					N.R.O.						x	x	x	x					x		x			
30			54	49	50	60	48	52.2		x	22	10			x					Job Service	x				NW Schools Airlines-Travel	x	x	x						x		x			
31			42	41	43	43	40	42		x	17	10			x					Educ. Talent Search	x				WEP--Univ of Oregon	x	x	x						x		x			
32			44	44	46	51	44	45.8		x	18	9	x							Bonners Ferry H.S.			x		Hanson Conv. Ctr, Idaho	x	x	x						x		x			
33			47	46	48	44	51	47		x	18	10				x				Indian Health Service						x	x	x	x			x		x		x			
34			50	47	52	53	42	48.8		x	20	10	x							U. of Ore. WEP			x		Royal Fork Rest, Kirkland	x	x	x					x	x		x			
35			52	47	43	43	43	45.6		x	18	10				x				Billings Amer.Ind. Coun		x				x	x	x	x					x		x			
36			40	43	41	45	36	41	x		18	8				x				Rocky Boy Tribal H.S.	x				TRIP-NPO, Cramer, MA	x	x	x											x

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Student Profile Information Data

	NAME	SOCIAL SECURITY NUMBER	GED SCORES: English	Social Studies	Science	Reading	Math	Average	SEX: Male	Female	Age	H.S. Grade Completed	ETHNIC ORIGIN: White	Black	Hispanic	Amer Indian/Alas Native	Asian	E.S.L.	L.E.P.	LINKAGES: REFERRAL AGENCY	PLACEMENT INFORMATION: Training Program	College	Job	Armed Forces	Location	FOLLOW-UP: 30	60	90	120	MISC. INFORMATION: Veteran	Handicapped	Offender	Single Parent	Seasonal Farmworker	Migrant Farmworker	TYPE OF SEPARATION: Graduation	Placement	Probationary	Administrative
37			35	42	39	40	36	38		x	22	11				x				Edward Stamper						x	x	x	x							x			
38			44	44	43	47	45	45		x	19	9				x				Yakima Indian Nation	x				Yakima Indian Nation	x	x	x					x	x		x			
39			45	47	49	47	45	46	x		21	11	x							Air Force Recruiter			x		Benton City Parks Dept	x	x	x	x							x			
40			40	42	53	47	46	45.6	x		18	11	x							Air Force Recruiter				x	U.S. Air Force	x	x	x						x		x			
41			45	44	54	42	42	45		x	18	11				x				Fort Hall Agency		x			Haskell Indian College	x	x	x	x					x		x			
42			42	44	48	45	48	45.6	x		20	10	x							Employ.Secur. Dept.	x				Vent/Oven Cleaning, Walla W	x	x	x						x		x			
43			47	42	50	51	46	47.2		x	21	9				x				Indian Educ.-Gt.Falls		x			Great Falls Vo-Tec, MT	x	x	x	x					x		x			
44			48	46	52	53	49	51	x		19	10	x							HEP Terri Brouillard			x		truck driver, Rupert, ID	x	x	x	x				x	x		x			
45			45	44	47	46	43	45	x		18	9	x							Former HEP Student						x	x	x	x		x			x		x			
46			43	47	48	50	55	48.6	x		18	11				x				Kalispell Tribal Center						x	x	x	x			x		x		x			
47			50	52	49	54	48	50.6		x	20	10				x				Kalispell Tribal Agen.	x				Cashier Training Program	x	x	x	x				x	x		x			
48			44	45	41	41	42	42.6	x		17	10				x				WIN Program-Browning			x		Circle K, Browning, MT	x	x	x						x		x			
49			45	45	45	51	40	45		x	19	8	x							Former HEP student			x		Melt Arbor Nursery, Zillah	x	x	x						x		x			
50			40	43	49	53	41	45.2	x		17	10			x					Educ. Talent Search						x	x	x	x				x	x		x			
51			50	51	48	51	49	49.6	x		17	10			x					Job Service		x			Yakima Valley College	x	x	x						x		x			
52			43	50	49	51	42	47		x	19	11			x					Talent Search		x			Yakima Valley College	x	x	x	x							x			
53			53	47	52	49	50	50.2	x		24	9			x			x		Kathleen Schappell						x	x	x	x					x		x			
54			49	48	44	56	43	48		x	17	10	x							People for People		x			Washington State University	x	x	x						x		x			
55			48	54	54	57	59	54.6		x	17	9		x						B.S.H.S.						x	x	x	x					x		x			
56			50	49	47	45	47	47.6	x		18	11	x							Juvenile Court-Yakima			x		Town Plaza Motor Inn, Yak.	x	x	x				x		x		x			
57			47	48	43	48	41	45.6		x	18	11				x				Indian Alcoholic & Drugs		x			Shaty's Care Home, Salem	x	x	x	x					x		x			
58			50	49	55	45	51	50	x		17	9	x							Tonasket High School	x				Job Corps, Curlew, WA	x	x	x	x					x		x			
59			47	41	45	41	41	43		x	17	11	x							N.R.O.	x				HEP--Univ of Oregon	x	x	x						x		x	x		
60			47	46	50	52	46	48.2		x	17	10	x							Air Force Recruiter				x	Bert Limpa Pool Lewiston	x	x	x						x		x			
61			41	48	44	51	46	46		x	20	11	x							Former HEP student	x				Cashier Training	x	x	x	x					x		x			
62			41	40	47	40	40	41.6	x		18	11			x					Job Service	x				HEP--Univ of Oregon	x	x	x				x		x		x	x		
63			49	46	53	50	47	49		x	21	8				x				Yakima Indian Agency	x				Cashier Training	x	x	x	x					x		x			
64			44	44	44	47	46	45		x	19	9				x				SmallTribe of West.Wa.					Everett Community College	x	x	x	x					x		x			
65			45	50	52	54	49	50	x		19	10				x				Browning WIN Program						x	x	x	x					x		x			
66			39	33	38	40	44	38.8	x		19	9			x			x		Kennewick High School						x	x	x	x					x		x			
67			38	48	54	45	47	47.2	x		21	11	x							Educ. Talent Search			x		Sheetrock Specialist, WA	x	x	x	x			x		x		x			x
68									x		22	11			x					Yakima School District	x				Superior Training Serv. CA	x	x	x	x				x			x			x
69			46	46	52	48	53	49	x		19	10				x				Adult Probation		x			Columbia Basin College	x	x	x	x			x		x		x			
70			47	53	59	51	50	52	x		17	9	x							Arlington School Dist.			x		Fone Operator, Arlington,	x	x	x	x			x		x		x			
71			45	44	53	52	41	47	x		18	11				x				Benton-Franklin OIC			x		Grings, Pasco, WA	x	x	x	x					x		x			
72			50	53	56	54	52	53	x		21	10				x				U.S.M.C.			x		City of Spokane-parks	x	x	x	x					x		x			

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Student Profile Information Data

	NAME	SOCIAL SECURITY NUMBER	GED SCORES: English	Social Studies	Science	Reading	Math	Average	SEX: Male	Female	Age	H.S. Grade Completed	ETHNIC ORIGIN: White	Black	Hispanic	Amer Indian/Alas Native	Asian	E.S.L.	L.E.P.	LINKAGES: REFERRAL AGENCY	PLACEMENT INFORMATION: Training Program	College	Job	Armed Forces	Location	FOLLOW-UP: 30	60	90	120	MISC. INFORMATION: Veteran	Handicapped	Offender	Single Parent	Seasonal Farmworker	Migrant Farmworker	TYPE OF SEPARATION: Graduation	Placement	Probationary	Administrative
73			47	54	48	52	44	49		x	19	9	x							People for People			x		Wenatchee Valley College	x	x	x	x					x		x			
74			38	48	46	50	44	45	x		21	11			x					CETA - Burlington				x	Mud Bay Logging, Alaska	x	x	x					x			x			
75			44	46	43	54	39	45.2		x	17	9	x							N.R.O. - Toppenish	x				OIC, Yakima	x	x	x	x					x		x			
76			40	41	43	44	40	41.6		x	17	9			x					North Franklin Schools	x				MEP--University of Oregon	x	x	x					x		x		x		
77			43	47	47	46	43	45.2	x		18	10			x					Youth Employment Serv.				x	restaurant cook, Yakima	x	x	x	x					x		x			
78			47	45	49	50	49	48	x		23	11			x					N.R.O. - Moses Lake		x			Big Bend Community College	x	x	x						x		x			
79			41	58	57	55	60	54.2	x		18	11	x							Havre Public High Sch.				x	Station Attendant	x	x	x						x		x			
80			45	50	51	58	50	50.0	x		17	11	x							Clearwater Valley High						x	x	x	x					x		x			
81			45	48	54	46	47	48	x		23	12			x					N.R.O. - Moses Lake				x	CAMP, Oregon State Univ	x	x	x						x		x			
82			48	49	50	53	52	52	x		20	11				x				Yakima Indian Agency						x	x	x	x					x		x			
83			41	40	45	43	41	42	x		19	10				x				Umatilla Agency						x	x	x	x					x		x			
84			50	51	53	49	47	50	x		17	10	x							Educ. Talent Search			x		CUB Lair, Pullman, WA	x	x	x	x					x		x			
85			43	45	48	47	42	45		x	18	8			x					Idaho Falls School Dist			x		Ammon, Idaho Falls	x	x	x	x				x	x		x			
86			44	45	51	49	43	46.2		x	17	10			x					Dept. of Empl. Security	x				Cashier Training Program	x	x	x	x					x		x			
87			44	47	48	44	42	45	x		18	12				x				B.I.A. Social Service						x	x	x	x					x		x			
88			51	64	62	59	54	58	x		19	11			x					Educ. Talent Search	x				MRO, Granger, WA	x	x	x	x					x		x			
89			50	41	46	45	46	46		x	21	12				x				Kalispell Indian Agency						x	x	x	x					x		x			
90			56	50	50	54	46	51		x	23	11				x				Kalispell Indian Agency						x	x	x	x					x		x			
91			41	40	43	40	47	42		x	18	9	x							Wilson Creek Schools					HEP--University of Oregon	x	x	x						x		x			
92			43	46	42	40	47	43.6		x	21	10				x				Migrant Education				x	Donna's Citrus, TX	x	x	x	x					x	x				
93			39	35	42	44	36	39.2		x	21	10				x				Migrant Education	x				Cashier Training Program	x	x	x	x					x					x
94			35	38	39	28	23	28.6		x	20	9				x				Migrant Education	x				Cashier Training Program	x	x	x	x					x					x
95			41	40	47	50	48	45.2	x		19	6					x			Indian Health Center	x				YEC Opportunities Inc.	x	x	x						x	x				
96			45	46	50	52	38	46	x		19	9			x					People for People		x			Yakima Valley College	x	x	x						x		x			
97			52	48	59	58	47	52.0	x		23	11					x			Colville Indian Agency		x			Bates Vocational College	x	x	x	x					x					
98			42	40	46	41	40	42	x		19	10					x			Yakima Indian Nation	x				MEP--Univ of Oregon	x	x	x						x		x			
99			44	42	44	42	40	42.4		x	17	10					x			Yakima National Tribal Council	x				MEP--Univ of Oregon	x	x	x						x		x			
100			40	40	45	43	40	42		x	23	11				x				Educ. Talent Search	x				MEP--Univ of Oregon	x	x	x						x		x			
101			40	45	46	45	41	43	x		17	9				x				N.R.O.						x	x	x	x					x					x
102			49	40	43	46	54	46.4		x	17	10	x							Former MEP Student		x			Lewis & Clark College	x	x	x						x		x			
103			47	50	49	49	38	46.6		x	24	10				x				Migrant Education	x				Cashier Training Program	x	x	x						x	x				
104			57	60	68	51	70	61.2	x		17	10	x							Job Service				x	U.S. Air Force	x	x	x	x					x		x			
105			42	40	43	43	43	42		x	18	10					x			Social Service-Yakima Nation	x				MEP--University of Oregon	x	x	x						x			x		
106			46	49	48	50	50	48.6		x	23	9					x			Job Employment Security		x			CAMP--Oregon State Univer	x	x	x	x				x	x		x			
107			52	58	62	54	60	57.2	x		17	10				x				Snake River School Dist.	x					x	x	x						x		x			
108			40	40	45	40	40	41		x	17	10				x				N.R.O. - Toppenish	x				MEP--Univ of Oregon	x	x	x						x			x		

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	NAME	SOCIAL SECURITY NUMBER	GED SCORES: English	Social Studies	Science	Reading	Math	Average	SEX: Male	Female	Age	H.S. Grade Completed	ETHNIC ORIGIN: White	Black	Hispanic	Amer Indian/Alas Native	Asian	E.S.L.	L.E.P.	LINKAGES: REFERRAL AGENCY	PLACEMENT INFORMATION: Training Program	College	Job	Armed Forces	Location	FOLLOW-UP: 30	60	90	120	MISC. INFORMATION: Veteran	Handicapped	Offender	Single Parent	Seasonal Farmworker	Migrant Farmworker	TYPE OF SEPARATION: Graduation	Placement	Probationary	Administrative
109			45	46	54	46	49	48	x		17	10	x							Idaho Dept. Health&Welf				x	National Guard	x	x	x						x			x			
110			43	45	45	45	47	45	x		17	10				x				Upward Bound - U. of Id		x			Haskell Indian College	x	x	x	x					x			x			
111			44	46	50	46	46	46		x	18	10				x				Indian Health Services	x				CETA, Fort Hall	x	x	x					x	x					
112			56	64	59	66	59	60	x		20	10			x			x		El Centro de la Raza		x			Seattle Community College	x	x	x						x	x		x			
113			43	50	49	45	46	46	x		18	11	x							Job Service			x		D & K Frozen Foods	x	x	x	x					x			x			
114			47	46	48	45	40	45	x		21	9			x					H.R.O.			x		Seneca Foods, Clerk	x	x	x						x			x			
115			38	34	41	22	48	36	x		20	12					x	x		Kennewick High School	x				HEP/MSU	x	x	x	x					x					x	
116			47	50	49	54	42	48	x		18	11	x							Lind High School				x	U.S. Navy	x	x	x						x						x
117			52	50	48	49	51	50		x	18	10	x							Beverly Corom	x				Summer Youth Program, ID	x	x	x	x					x						
118			33	35	41	NA	36	NA	x		17	9			x				x	Employment Secur.Dept.						x	x	x	x			x			x				x
119			59	58	54	60	51	56		x	19	11	x							Bonners Ferry High Sch.			x		Windmill Club, Texas	x	x	x						x						
120			45	46	50	50	40	46		x	17	9			x					Employment Secur. Dept.						x	x	x	x						x					
121			45	47	49	47	46	46		x	18	10			x					Frances Arousa	x				Cashier Training Program	x	x	x	x					x						
122			52	52	56	58	57	55	x		20	10	x							Walla Walla Job Service			x		Gardner's Packing, Walla W	x	x	x	x					x						
123			50	54	62	60	52	55	x		19	9	x							Former HEP Student	x				Yakima Business College	x	x	x	x					x						
124			36	40	40	45	48	41	x		19	10				x				WIN Program			x		Quest Exploratory Inc.	x	x	x	x					x						
125			58	64	75	63	64	64	x		18	10	x							Opportunities Inc.	x				Univ of Idaho	x	x	x	x					x						
126			58	59	61	62	55	59		x	20	7	x							Opportunities Inc.			x		Pendl's Pastry ID	x	x	x	x					x						
127			43	48	49	46	44	46	x		19	10			x					Educ. Talent Search			x		La Fiesta Restaurant	x	x	x	x					x						
128			61	65	61	58	53	59	x		23	11	x							Employment Secur. Dept			x		North Bayles, Oroville, AR	x	x	x	x					x						
129			45	42	44	54	42	45		x	17	9	x							Youth Court Probation			x		Housekeeping & Cleaning	x	x	x						x						
130			43	48	47	50	41	45		x	19	11				x				Fort Hall Indian Agency	x				Tribal Work Exp. Prog	x	x	x	x					x						
131			49	47	47	51	48	48		x	21	9	x							Employment Security			x		Clarkston Country Club	x	x	x						x						
132									x		17	9	x							Missoula Youth Homes						x	x	x	x			x			x				x

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APPENDIX C

Departmental Evaluation Summary

WSU/HEP

WASHINGTON STATE UNIVERSITY

PULLMAN, WASHINGTON 99164

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JUN 1 1982

Dept. of Education
Washington State Univ.

DEPARTMENT OF EDUCATION

MEMORANDUM

TO: Dr. Dale G. Andersen, Chair

FROM: Stanley J. Zehm , HEP Faculty Representative SZ.

RE: HEP Evaluation

Date: June 4, 1982

During the past semester I conducted an evaluation of the WSU-HEP Program. Each member of the HEP staff was surveyed regarding his/her degree of satisfaction with the following dimensions of the program:

1. Instructional Component
2. Recruitment Component
3. Placement Component
4. Counseling Component
5. Residence Living Component
6. Administrative Component.

I am pleased to inform you that the evaluative responses of the staff indicate a high degree of satisfaction with all the components. There was not even one area within the respective components that was identified as being unsatisfactory.

The staff was also urged to submit to me their evaluative comments about any area of the program they wished. Many anonymous comments were offered which further corroborated the positive evaluations elicited by the survey.

My observations of the program this year and my informal contacts with the HEP staff lead me to believe that the reasons for the success of the HEP program this year can be attributed to the following sources:

1. A dedicated, mutually supportive instructional team, responsive to the learning needs of our HEP students,
2. An improved counseling program,
3. Good student recruitment,
4. Excellent communication between the HEP staff and administration, and
5. Inservice training for staff members in human relations and communication skills.

I commend to you the excellent efforts of Ms. Babayan, Ms. Gonzalez, and the entire HEP Staff.

cc: Dean Brain
Anita Babayan

APPENDIX D

Program Completion Data

PROGRAM COMPLETION DATA

WSU HIGH SCHOOL EQUIVALENCY PROGRAM

WSU/HEP

GED GRADUATES
1981-1982

CYCLE I

NAME	GRAMMAR	SOCIAL STUDIES	SCIENCE	READING	MATH	AVERAGE
1.	44	44	44	47	46	45
2.	47	48	43	48	41	45.4
3.	45	50	63	46	53	51.4
4.	47	42	50	51	46	47.2
5.	52	48	59	58	47	52.8
6.	43	50	49	45	46	46.6
7.	61	65	61	58	53	59.6
8.	44	45	41	41	42	42.6 *
9.	40	42	53	47	46	45.6
10.	57	60	68	51	70	61.2
11.	43	48	47	50	41	45.8
12.	47	53	59	51	50	52
13.	50	50	50	50	48	49
14.	36	40	40	45	48	41 *
15.	38 *	48	54	45	47	47.2
16.	46	53	45	48	50	48.4
17.	49	48	44	56	43	48
18.	50	53	56	54	52	53
19.	50	51	53	49	47	50
20.	43	48	49	46	44	46
21.	35	42	39	40	36	38 *
22.	45	44	54	42	42	45
23.	47	54	48	52	44	49
24.	45	47	49	47	46	46.8
25.	45	47	49	47	45	46
26.	41	40	45	43	41	42 **
27.	45	40	50	42	48	45
28.	44	46	51	49	43	46.6
29.	43	45	48	47	42	45
30.	51	64	62	59	54	58
31.	45	44	53	52	41	47
32.	43	50	49	51	42	47
33.	58	59	61	62	55	59

NAME	GRAMMAR	SOCIAL STUDIES	SCIENCE	READING	MATH	AVERAGE
34.	52	52	56	58	57	55
35.	53	52	59	51	58	54
36.	47	46	48	45	40	45.2
37.	43	45	45	45	47	45
38.	43	46	42	40	47	43.6 **
39.	47	50	49	49	38	46.6
AVERAGES:	46.3	48.7	50.9	48.9	46.8	48.3

* Montana GED requirements

** Oregon GED requirements

*** Texas GED requirements

WSU HIGH SCHOOL EQUIVALENCY PROGRAM

GED GRADUATES
1981-1982

CYCLE II

NAME	GRAMMAR	SOCIAL STUDIES	SCIENCE	READING	MATH	AVERAGE
1.	48	46	57	53	49	51
2.	49	47	50	46	48	48
3.	38	48	46	50	44	45
4.	50	49	47	45	47	47.6
5.	47	50	49	56	42	48.8
6.	41	58	57	55	60	54.2
7.	50	47	52	53	42	48.8
8.	44	48	49	48	51	48
9.	50	49	55	45	51	50
10.	46	46	52	48	53	49
11.	50	41	49	44	44	45.6
12.	42	51	58	50	49	50
13.	44	44	46	51	44	45.8
14.	47	45	49	50	49	48
15.	46	49	48	50	50	48.6
16.	49	47	47	51	48	48.6
17.	41	40	47	50	48	45.2
18.	43	54	51	53	44	49
19.	56	50	50	54	46	51
20.	50	41	46	45	46	46
21.	50	54	62	60	52	55.6
22.	45	50	52	54	49	50
23.	45	44	47	46	43	45
24.	48	59	50	53	52	52
25.	45	46	54	46	49	48
26.	46	45	55	44	47	47
27.	50	51	48	51	49	49.8
28.	59	58	54	60	51	56.4
29.	41	48	44	51	46	46
30.	43	47	48	50	55	48.6
31.	50	52	49	54	48	50.6
32.	45	46	50	52	38	46
33.	45	48	54	46	47	48

NAME	GRAMMAR	SOCIAL STUDIES	SCIENCE	READING	MATH	AVERAGE
34.	52	58	62	54	60	57.2
35.	52	50	48	49	51	50
36.	52	47	43	43	43	45.6
37.	49	55	53	57	48	52.4
38.	49	46	53	50	47	49
39.	43	46	45	47	47	45.6
40.	44	47	48	44	42	45
41.	45	45	45	51	40	45
42.	42	44	48	45	48	45.4
AVERAGES:	47	48.5	50.4	50.1	48	48.8

WSU HIGH SCHOOL EQUIVALENCY PROGRAM

GED GRADUATES
1981-1982

CYCLE III

NAME	GRAMMAR	SOCIAL STUDIES	SCIENCE	READING	MATH	AVERAGE
1.	41	43	49	52	50	47
2.	46	47	51	51	47	48.4
3.	48	54	54	57	59	54.4
4.	47	46	50	52	46	48.2
5.	49	40	43	46	54	46.4
6.	45	50	51	58	50	50.8
7.	46	42	42	49	47	45
8.	44	46	43	47	45	45
9.	42	46	51	47	40	45
10.	58	64	75	63	64	64.8
11.	57	52	60	57	48	54.8
12.	54	49	50	60	48	52.2
13.	58	58	69	63	56	60.8
14.	51	51	55	53	52	52.4
15.	42	44	49	46	47	45.5
16.	53	47	52	49	50	50.2
17.	44	50	51	48	47	48
18.	56	64	59	66	59	60
19.	45	42	44	54	42	45.4
20.	44	46	43	54	39	45.2
21.	40	43	49	53	41	45.2
22.	45	46	50	50	40	46.2
23.	47	41	45	51	49	46.6
24.	43	47	47	46	43	45.2
25.	47	45	48	44	51	47
26.	44	46	50	46	46	46.4
AVERAGES:	47.5	48	51.2	52.3	48.2	49.5

APPENDIX E

Demographic Data

WSU-HEP PROGRAM

DEMOGRAPHIC DATA OF STUDENT INVITEES

P.Y. 1981-82

	Ethnicity	Age	State		Ethnicity	Age	State
1.	NA	17	WA	33.	A	18	ID
2.	NA	18	WA	34.	A	20	WA
3.	A	17	WA	35.	NA	18	WA
4.	H	17	WA	36.	A	20	WA
5.	A	20	CA	37.	NA	18	MT
6.	H	20	WA	38.	NA	18	MT
7.	H	17	WA	39.	NA	22	MT
8.	A	18	WA	40.	NA	19	WA
9.	H	17	WA	41.	A	21	WA
10.	H	19	WA	42.	A	17	WA
11.	NA	18	ID	43.	NA	18	ID
12.	H	17	WA	44.	A	20	WA
13.	A	20	ID	45.	NA	21	MT
14.	A	17	ID	46.	A	19	ID
15.	NA	17	ID	47.	A	18	WA
16.	A	19	ID	48.	NA	18	WA
17.	A	19	WA	49.	NA	20	WA
18.	NA	20	WA	50.	NA	17	MT
19.	NA	17	ID	51.	A	19	ID
20.	H	18	ID	52.	H	17	WA
21.	H	17	ID	53.	H	17	WA
22.	A	18	ID	54.	H	19	WA
23.	A	19	MT	55.	H	23	WA
24.	A	17	ID	56.	A	17	WA
25.	A	18	ID	57.	A	17	ID
26.	NA	17	ID	58.	A	18	WA
27.	A	18	WA	59.	NA	18	OR
28.	A	17	WA	60.	A	17	WA
29.	A	18	ID	61.	H	20	WA
30.	H	19	WA	62.	A	17	ID
31.	H	22	WA	63.	A	20	ID
32.	H	17	WA	64.	H	17	WA

	Ethnicity	Age	State		Ethnicity	Age	State
65.	A	21	WA	101.	H	20	ID
66.	NA	19	WA	102.	NA	19	WA
67.	NA	19	MT	103.	H	19	WA
68.	H	19	WA	104.	NA	23	WA
69.	B	21	WA	105.	NA	19	WA
70.	A	17	WA	106.	NA	17	WA
71.	A	20	WA	107.	H	23	WA
72.	B	22	WA	108.	H	17	WA
73.	NA	19	WA	109.	H	19	ID
74.	A	20	MT	110.	H	19	ID
75.	A	17	WA	111.	H	20	WA
76.	H	18	WA	112.	NA	17	MT
77.	H	21	WA	113.	A	17	WA
78.	A	19	WA	114.	H	27	WA
79.	H	21	WA	115.	A	17	ID
80.	NA	21	WA	116.	NA	18	WA
81.	A	17	WA	117.	NA	23	WA
82.	H	17	WA	118.	H	17	ID
83.	H	18	WA	119.	H	17	WA
84.	NA	22	ID	120.	A	17	ID
85.	H	23	WA	121.	NA	17	ID
86.	A	18	MT	122.	NA	18	ID
87.	A	17	ID	123.	H	20	WA
88.	H	23	WA	124.	A	18	WA
89.	NA	20	WA	125.	H	21	WA
90.	NA	19	OR	126.	A	20	WA
91.	A	17	WA	127.	A	18	MT
92.	H	18	ID	128.	NA	19	ID
93.	H	19	ID	129.	A	18	WA
94.	NA	18	ID	130.	A	18	ID
95.	H	19	WA	131.	H	17	WA
96.	NA	21	WA	132.	A	19	ID
97.	NA	23	WA	133.	H	17	WA
98.	A	18	WA	134.	H	18	ID
99.	H	21	ID	135.	A	20	WA
100.	H	21	ID	136.	A	19	WA

		Ethnicity	Age	State
137.		NA	19	MT
138.		NA	19	MT
139.		A	20	MT
140.		A	20	MT
141.		H	19	WA
142.		A	23	WA
143.		NA	17	ID
144.		A	17	MT
145.		NA	24	MT
146.		NA	20	ID
147.		A	21	WA

APPENDIX F

H.E.P. Student Evaluation of the Program

I really appreciated all of you for helping me finish my education.

It's fine; keep it up; don't need to change a thing.

Just keep up the good work, you're great!

Has improved my attitude plus I see things in a positive way.

The teachers do a great job!!

I don't have any comments except thanks for my GED, and the staff is great, and for my new friends.

I had a great time here, but at first I was disappointed, but am happy now.

It's great just how it is.

I feel you are doing the best you can so all I can say is keep up the good work. Thank you for everything.

A great learning process.

I can't think of anything. Everything seems pretty fair to me.

This program in my eyes, is as good as this program will get. The HEP program is #1.

The staff does great.

I liked the program a lot. The people helped me a lot. Thank you HEP!

I feel HEP was good for the academic and personal views. It's a great program for anyone who wants to further their education.

I will always be greatful for the HEP program, and I just want to say thank you to all staff members.

I would like to say thank you, all of you. You are very loving, caring people.

I think I've really learned a lot about myself. It has been an enjoyable experience.

This is a terrific program, and I am proud to get my GED here. I thank you for everything.

I'd like to thank all the staff here at HEP for the opportunity they have given me to continue my education.

I thank every member in the staff from HEP for their help. I could have not done it without the instructors at the HEP Program.

I liked HEP very much and I hope the other cycle does a good job like we did.

Well, I feel that just the way HEP is, it will help others as much as it has helped me. I'm looking forward to telling my friends about it because of the studies.

I think that this place is a helpful school, and I feel that I can get my head somewhere if I really try. Thanks for accepting me to this program.

I think they should leave it as it is.

The teachers are really great. A better understanding of the program when I first entered would have been more helpful. The dorm living with previous students really helps to learn the ropes.

I feel that it's good the way it is.

I think this is an excellent program. I feel so much better about myself. I hope you help a lot other people the way HEP has helped me. Keep up the good work.

The HEP program has been a very enjoyable and educational experience, which I am happy to have been a part of.

I would highly recommend this program to a-yone who has dropped out of school, and I hope you will be funded next year.

I think it is a really great program.

It's too bad that you're getting your budget cut, and if you are still here next year, I will recruit people for you.

The curfew rule has to be changed. It was a good program.

I feel the curfew is too early.

I feel that there should be a different rule about curfew.

The curfew should be more on the weekends.

I think that the dorm life with the RA's stunk about curfew.

Give a warning the first time, then repeat to them, or mark them up.

Be more strict and make the student work more for their own benefit because it helped me.

Let them get paid on Friday.

Less parties, more working. HA HA They'll make it.

I feel that you have an excellent thing going, and not much to improve. Maybe pay students on Friday nights, and change curfew so that you can be <u>anywhere</u> on 3rd floor.

The need of better counseling in the dorms for troubled students.

Cut down on drinking in the dorm, and have more activities.

Give us an idea of what the actual GED test is like.